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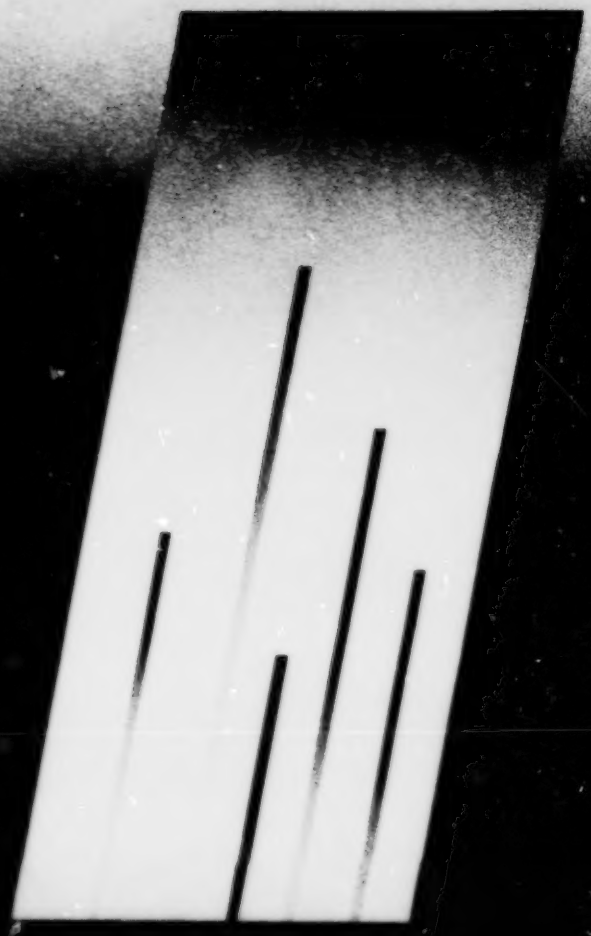
ONE IN EVERY FIVE

A Survey of Adult Education in Canada

Canada



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ONE IN EVERY FIVE

A Survey of Adult Education in Canada

M.S. DEVEREAUX
Education, Culture and Tourism
Statistics Canada

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INTRODUCTION

For a great number of Canadians, formal education does not end when they cease being full-time students. In 1983, one in every five Canadians 17 and over took at least one adult education course.

Adult education is defined as all organized educational activities - everything from job-related training to hobby classes - taken outside of a full-time program. However, those who were engaged in self-education projects are not included as participants.

To learn more about these adult education participants, Statistics Canada and the Education Support Branch of the Secretary of State conducted a survey in January 1984. The aim of the survey was to answer such questions as:

- Who was most likely to enroll in adult education classes?
- Where did participants live?
- What kinds of courses were most popular?
- With whom?
- Why did people want to take these courses?
- Who offered the courses, and who paid for them?
- How long did the courses last?

The results of that survey are presented in this report. Most people taking adult education courses - 3.2 million, or 90% - were not full-time students; this report focuses only on them. That is, the definition of a participant refers to people 17 and over who did not attend an educational institution full-time.

The findings have been grouped into two sections. The first, "A Portrait of the Adult Learner," presents demographic and socioeconomic data about the people who enrolled in at least one adult education course during 1983. The second section, "Adult Education Courses Taken in 1983," looks at the instructional activities these people pursued.

There are also four appendices. Appendix A is a description of the survey methodology. In Appendix B the characteristics of the 335,400 full-time students who also took adult education courses and the type of courses in which they enrolled are briefly examined. Appendix C contains summary tables showing all the major variables discussed in the text, and Appendix D is the questionnaire used for the survey.

SURVEY FINDINGS

Since the estimates of the total population in this report are based on a sample of households, somewhat different figures might have been obtained had a complete census been taken. The difference between the survey estimate and the value that would have resulted from a complete census is called the sampling error. Because the sample was large, overall findings are generally reliable. However, reliability diminishes as cross-tabulations become more detailed. A single asterisk (*) beside any figure indicates that the data are subject to considerable sampling error and should be used with caution. Double asterisks (**) indicate data that are not reliable enough to be released.

To avoid an undue impression of accuracy, all figures have been rounded, and decimals have been eliminated from percentages. Because of this rounding, detailed data may not add to totals in some tables and charts. A double dash (--) in any table indicates that the rounding procedure has resulted in an amount too small to be expressed.

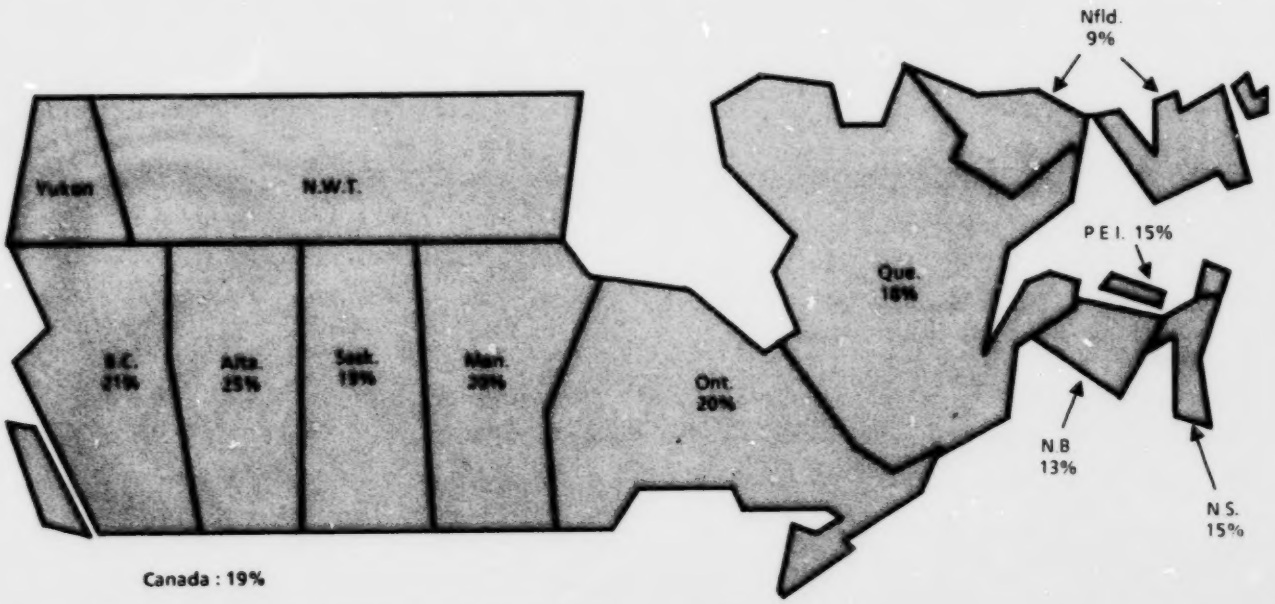
A PORTRAIT OF THE ADULT LEARNER

Geographic Area

About 19% of Canada's population aged 17 and over, or approximately 3,170,900 individuals, took an adult education course in 1983. However, participation varied by province. Participation rates in the east tended to be lower than the national average; those in the west, higher. Rates ranged from 9% in Newfoundland to 25% in Alberta.

Chart - 1

Participation rates in adult education, Canada and provinces, 1983



Note : Participation rates are based on population 17 and over excluding full-time students.
Source : Labour Force Survey Supplement, January 1984

People who lived in large cities were slightly more likely to pursue adult education than those in smaller centres or in rural areas. About 20% of metropolitan residents had taken a course, compared with 18% of the people in non-metropolitan regions.

City size, however, was not directly related to the level of participation. Four metropolitan areas had participation rates of 25% or more. Calgary and Edmonton topped the list at 27% each, while Victoria (26%) and Ottawa-Hull (25%) were not far behind. At the other end of the scale, Hamilton and St. Catharines-Niagara had the lowest rates.

Table 1 Participation rates in adult education, by metropolitan and non-metropolitan area, Canada, 1983

	Rate of participation in adult education	Total population 17 and over
	% of population 17 and over	
TOTAL	**19**	**16,554,200**
Total metropolitan	**20**	**9,488,200**
Calgary	27	371,600
Edmonton	27	449,700
Victoria	26	168,300
Ottawa-Hull	25	489,500
Regina	23	116,500
Oshawa	23*	103,300
Halifax	22	167,200
Kitchener	22	180,100
Vancouver	21	944,400
Toronto	20	2,215,000
London	20	218,700
Winnipeg	20	395,900
Windsor	19*	179,500
Montréal	18	2,032,700
Saskatoon	18	92,800
Québec-Lévis	18	360,500
Saint John	16	78,700
St. John's	16	96,400
St. Catharines-Niagara	15*	221,000
Hamilton	14	365,200
Non-metropolitan	**18**	**7,066,000**

*Data are subject to considerable sampling error and should be used with caution.

Notes: Participation rates are based on population 17 and over excluding full-time students.
Data for three metropolitan areas, Chicoutimi-Jonquière, Sudbury, and Thunder Bay, are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

Sex and Age

Women were more likely than men to enroll in adult education. In fact, the majority (56%) of participants were women. Their participation rate was 21% versus 17% for men. This difference held up for every age group, with the greatest gap (nine percentage points) occurring among 17-24-year-olds.

Table 2 Participation rates in adult education, by age and sex, Canada, 1983

	Age						
	Total 17 and over	17-24	25-34	35-44	45-54	55-64	65 and over
	% of population 17 and over						
Total	**19**	**23**	**29**	**25**	**15**	**10**	**4**
Men	17	18	27	23	14	8	2
Women	21	27	31	28	16	11	5

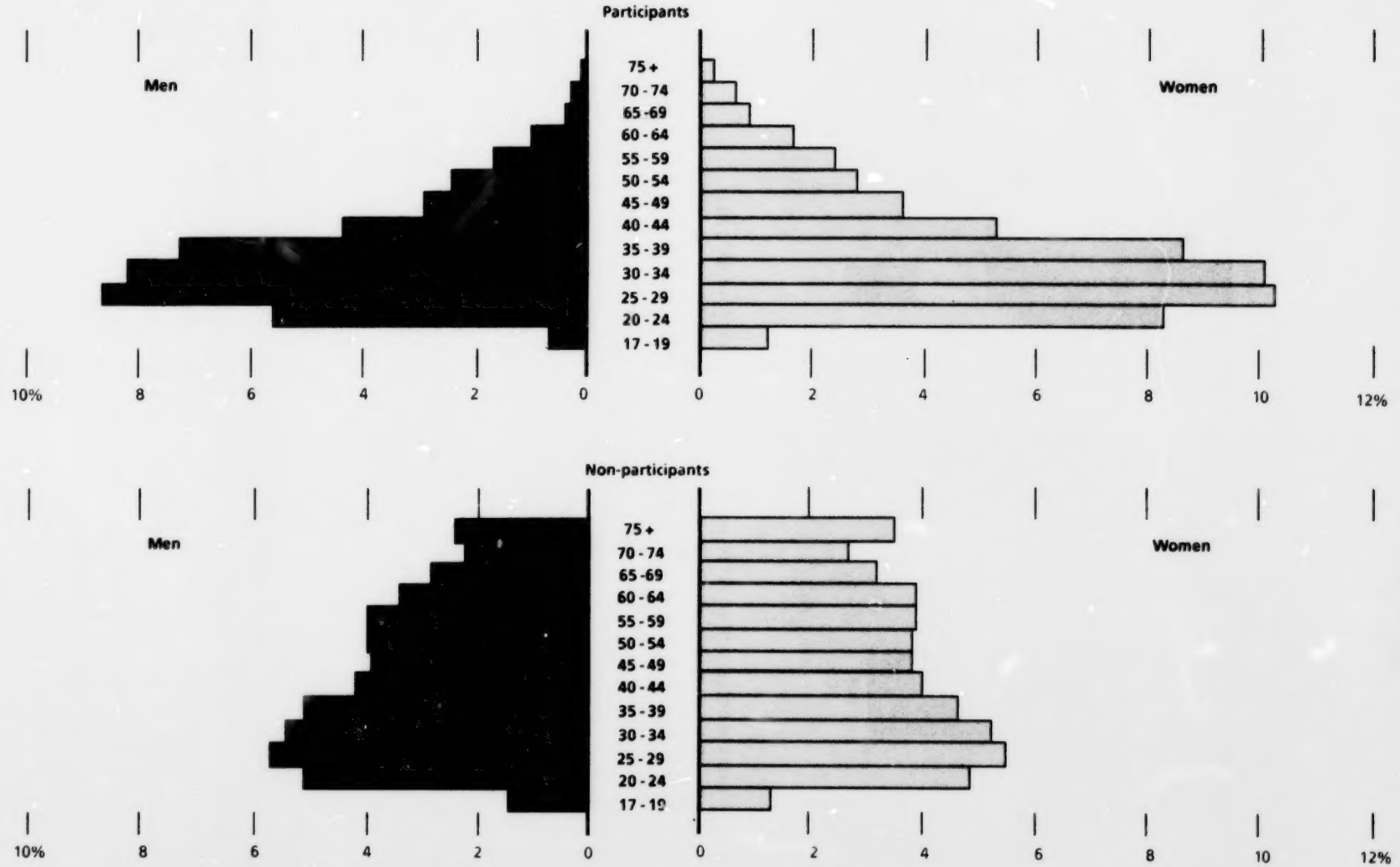
Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

Adult learners tended to be relatively young. The highest participation was among 25-34-year-olds, 29% of whom enrolled sometime in 1983. The next most likely to enroll were the 35-44 and 17-24 age groups, with participation rates of 25% and 23%. Women aged 25-34 were most apt to take a course, with a participation rate of nearly one in three. For both men and women, enrolment declined markedly after age 45.

Chart - 2

Age-sex profiles of participants and non-participants in adult education, Canada, 1983



Note : Total population refers to people 17 and over who were not full-time students

Source : Labour Force Survey Supplement, January 1984

This concentration of participants in the young adult age groups is brought into sharper focus when they are compared with people who did not enroll in 1983. While the average age of participants was 36, non-participants averaged 45. More than a third (35%) of the people who took a course were younger than 30, but this was true of fewer than a quarter (24%) of those who did not enroll. On the other hand, only 3% of adult learners were of retirement age (65 and over), although 17% of non-participants were in this age range.

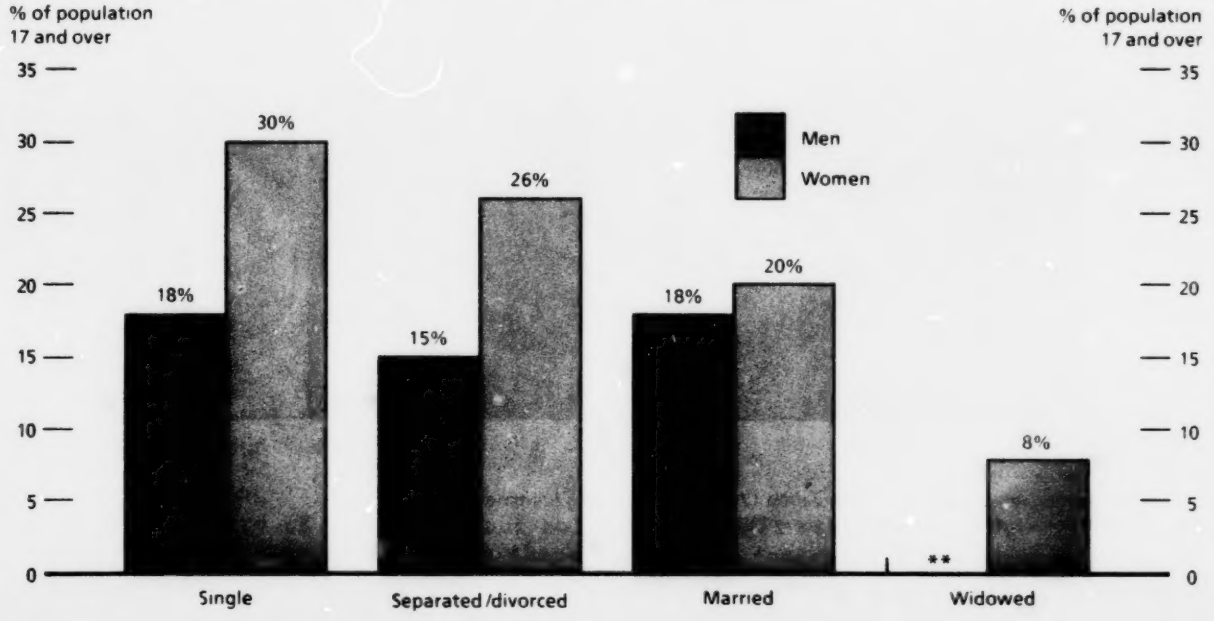
Marital Status

The tendency to undertake adult education was associated with marital status, but the effect seemed stronger for women than for men. The women most likely to enroll were single - nearly a third took a course in 1983. Separated/ divorced women had the next highest participation rate, and the rate for married women was 20%.

Men's participation rates were lower, and differences between marital status categories were less pronounced. Single and married men had the highest rate. Separated/divorced men ranked next in the propensity to enroll.

The widowed population had the least inclination to take adult education courses, though again, women were more likely to do so than men.

Chart - 3
Participation rates in adult education, by marital status and sex, Canada, 1983



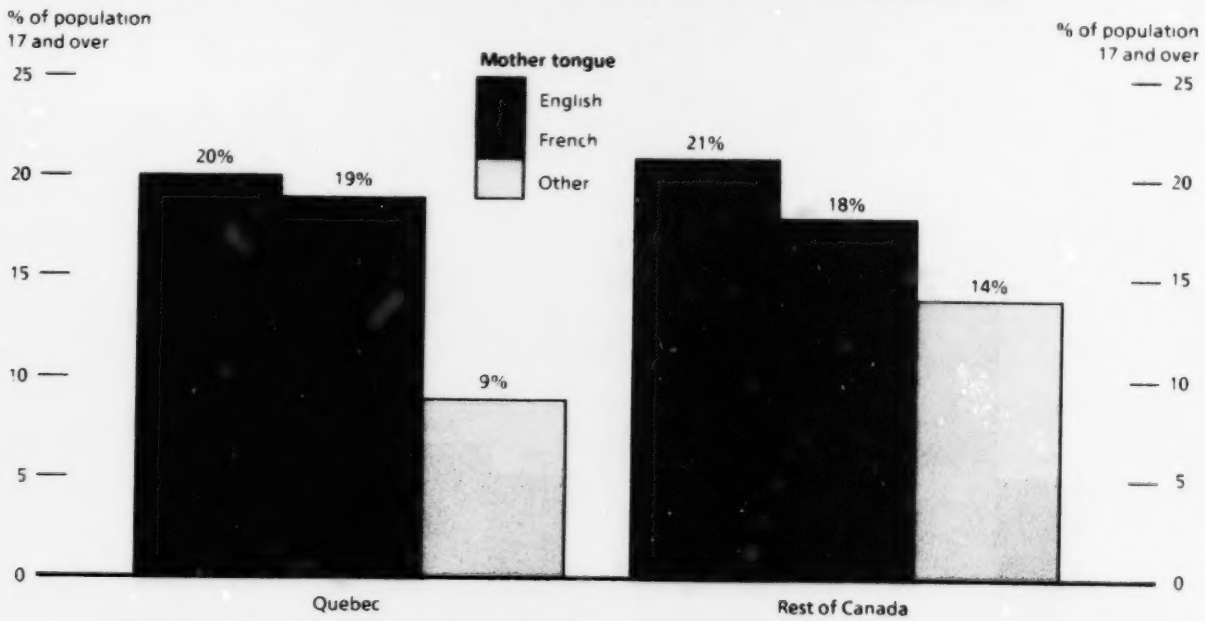
** Data are not reliable enough to be released.
Note : Participation rates are based on population 17 and over excluding full-time students.
Source : Labour Force Survey Supplement, January 1984.

Mother Tongue[1]

Rates of participation in adult education varied by mother tongue. Anglophones (those whose mother tongue was English) had the highest rate - 21%. Francophones (the French mother tongue group) were not far behind at 19%, but just 14% of the people whose mother tongue was neither English nor French took a course in 1983.

Because of the concentration of francophones in Quebec, participaton rates by mother tongue were examined separately for that province. There was little difference in the tendency of anglophones and francophones to enroll, regardless of where they lived. However, Quebec residents whose mother tongue was neither English nor French were less likely to have taken a course than their counterparts outside the province.

Chart - 4
Participation rates in adult education, by mother tongue, Quebec and rest of Canada, 1983



Note : Participation rates are based on population 17 and over excluding full-time students
Source : Labour Force Survey Supplement, January 1984.

[1]Data on mother tongue were not obtained for all respondents. Participation rates are based only on those people who indicated their mother tongue.

Place of Birth[2]

More than 3.2 million of Canada's adults were born outside the country. Their overall participation rate in adult education was 16%, compared with 20% for people who were born here. However, rates were related to their current age and date of arrival in Canada. Those who came during the eighties and were 35 and over were more likely to enroll than the native-born population. On the other hand, rates were lowest among people over 35 who arrived before 1970.

Table 3 Participation rates in adult education, by age, place of birth, and period of arrival in Canada, Canada, 1983

Place of birth and period of arrival in Canada	Age		
	Total 17 and over	Less than 35	35 and over
	% of population 17 and over		
TOTAL	**19**	**27**	**14**
Born in Canada	20	27	15
Born outside Canada			
Total	16	25	13
Arrived before 1970	14	27	12
Arrived 70-79	18	22	15
Arrived 80-84	25	28	22

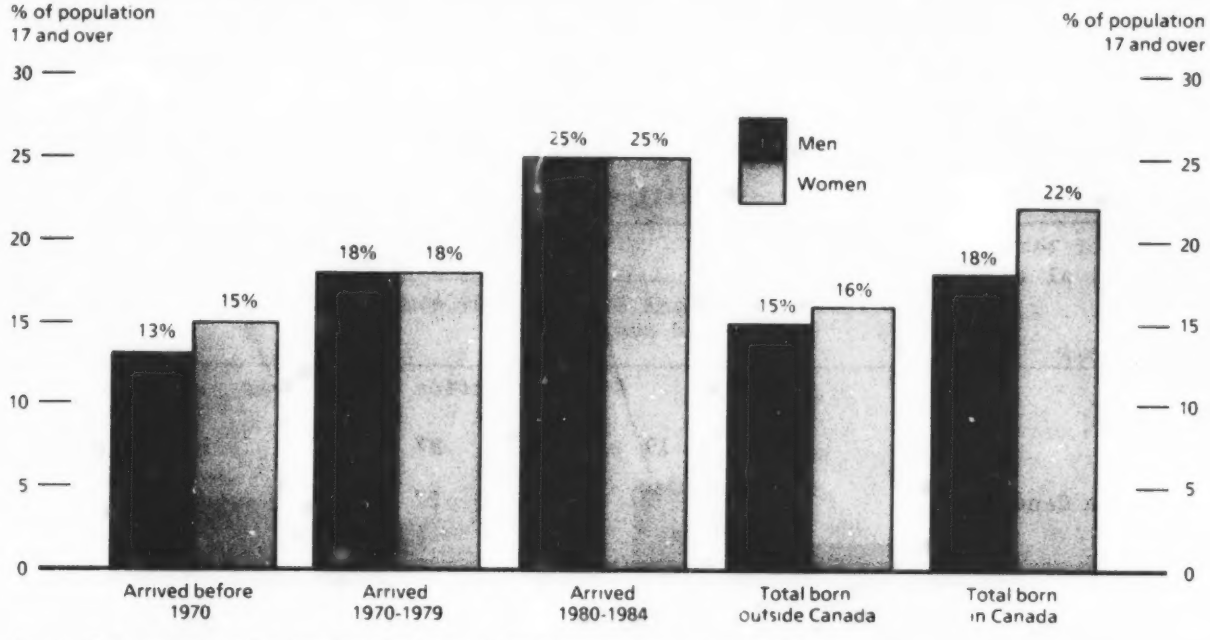
Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

[2]Data on country of birth were not collected for all respondents. Participation rates are based on those people who indicated where they were born.

Among people who were born outside Canada, the typical pattern of higher female participation did not prevail: men were just as likely to enroll as women.

Chart - 5
Participation rates in adult education, by place of birth, period of arrival in Canada, and sex, Canada, 1983



Note : Participation rates are based on population 17 and over excluding full-time students
Source : Labour Force Survey Supplement, January 1984

Education

The extent of participation in adult education rose steadily with the amount of schooling individuals had already attained. The keenest adult learners were university graduates - more than 40% took a course in 1983. By contrast, just 5% of people with less than Grade 9 were participants.

At lower levels of education, men were almost as likely to enroll as women. But as educational attainment increased, the gap widened. For example, participation rates for men and women with less than Grade 9 were 4% and 5%. Among university graduates, the corresponding figures were 38% and 47%.

Table 4 Participation rates in adult education, by sex and level of education, Canada, 1983

Level of education	Total	Men	Women
	% of population 17 and over		
TOTAL	**19**	**17**	**21**
Less than Grade 9	5	4	5
Some high school	12	10	13
Completed high school	19	17	21
Some postsecondary	32	28	36
Postsecondary diploma or certificate	34	30	37
University degree	41	38	47

Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

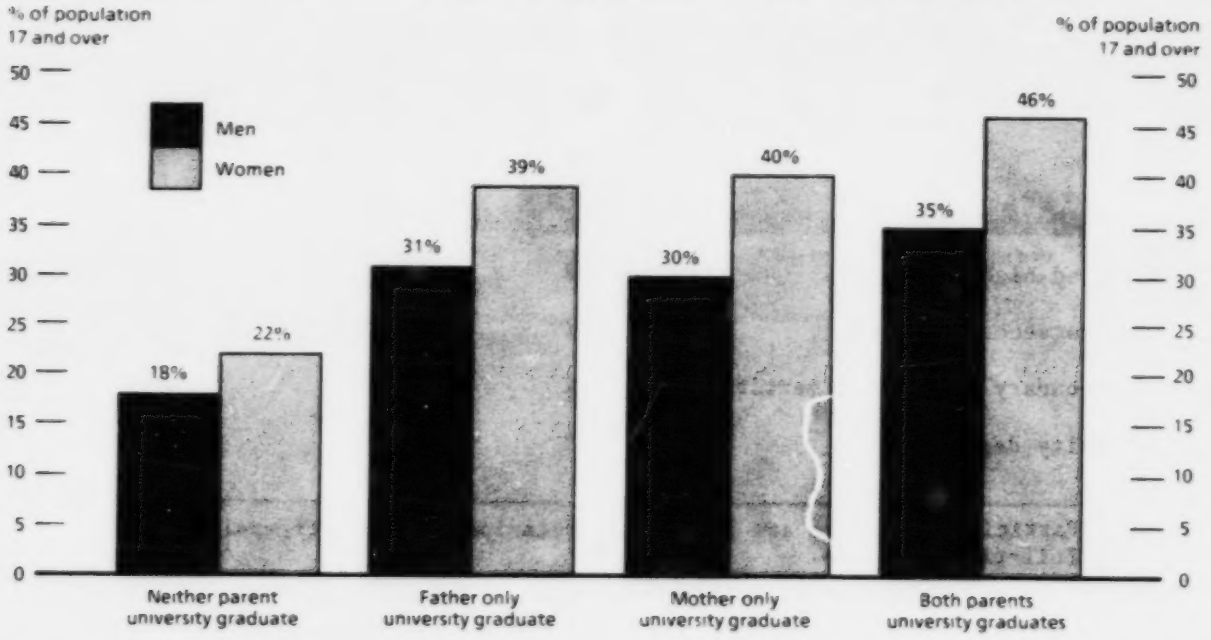
Parents' Education[3]

People whose parents had university degrees were more likely to take a course than people from less well-educated families. Participation in adult education was 20% for those from families in which neither parent had a university degree. By contrast, 36% of those from families in which at least one parent was a university graduate took a course, and 40% of those from families in which both parents had degrees decided to enroll.

For people whose parents were not university graduates, the difference between male and female participation rates was a relatively low four percentage points. The disparity between men and women from families in which both parents were university graduates was much greater: 46% of the women enrolled as opposed to 35% of the men.

Chart - 6

Participation rates in adult education, by parents' education and sex of participants, Canada, 1983



Note : Participation rates are based on population 17 and over excluding full-time students
Source : Labour Force Survey Supplement, January 1984

[3]Data on parents' education were not reported by all respondents. Participation rates are based only on those people who indicated the level of education of both their parents.

Labour Force Activity[4]

People in the labour force were more than twice as likely to have taken an adult education course as those who were not labour force members. The participation rate for the former was 24% as opposed to 10% for the latter.

Table 5 Participation rates in adult education, by sex and labour force activity, Canada, 1983

Labour force activity	Total	Men	Women
	% of population 17 and over		
TOTAL	**19**	**17**	**21**
In labour force	24	21	29
Not in labour force	10	4	12

Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

Among adult learners, as with the rest of the population, men had a greater likelihood of being in the labour force than women. Nonetheless, in both categories of labour force activity, the proportion of women who took a course during 1983 exceeded the proportion of men. The difference was particularly noticeable among people who were not labour force members. While 12% of such women enrolled in adult education, this was true of just 4% of the men.

---

[4]People who were employed or unemployed were considered to be "in the labour force." The remainder were classified as "not in the labour force." Data refer to January 1984. Participants' labour force status may have been different in 1983 when they were enrolled in an adult education course.

Industry[5]

Rates of participation in adult education varied by industry of employment. More than a third of the workers in public administration, community services, finance, and utilities had taken a course. Rates were considerably below average for people employed in construction, transportation, manufacturing, and agriculture and other primary industries.

The tendency for women to have higher paticipation rates held for every industry except finance, in which rates were virtually equivalent.

Table 6. Participation rates in adult education, by sex and industry, Canada, 1983

Industry	Total	Men	Women
	% employed population 17 and over		
TOTAL	**25**	**22**	**30**
Public administration	37	34	41
Community services	37	32	39
Utilities	36	35	42*
Finance	34	35	34
Communications	28	26	31
Miscellaneous services	22	15*	31
Business and personal services	21	20	22
Trade	20	19	22
Agriculture and other primary	19	17	28
Manufacturing	19	18	21
Transportation	18	15	32
Construction	16	14	29*

*Data are subject to considerable sampling error and should be used with caution.

Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

[5]Industry data are tabulated for people who were employed in January 1984. Participants' employment status may have been different in 1983 when they were enrolled in an adult education course.

Occupation[6]

White collar workers were much more likely than blue collar workers to take an adult education course. While close to a third of those with white collar jobs were participants, the proportion was halved in the blue collar category.

Among white collar workers, women were more apt to enroll than were the men in the same occupation. Some occupations, however, were notable for very high participation by both sexes. People with managerial, professional, and technical jobs had the highest rates. Men and women in teaching headed this list. Other fields with above-average participation rates (over 30% for men and over 40% for women) were medicine, the natural sciences, the social sciences, and management/administration.

Blue collar workers had below-average participation rates in adult education. And contrary to the general trend, the overall rate for women was the same as that of men. This departure from the usual pattern was largely attributable to workers in fabricating: more than 20% of the men had taken a course, as opposed to just 12% of the women. In other blue collar categories, women had a higher participation rate than men.

---

[6]Occupation data are tabulated for people who were employed in January 1984. Participants' employment status may have been different in 1983 when they were enrolled in an adult education course.

Table 7 Participation rates in adult education, by sex and occupation, Canada, 1983

Occupation	Total	Men	Women
	% employed population 17 and over		
TOTAL	**25**	**22**	**30**
White collar	33	29	36
Professional/technical	41	36	45
Teaching	46	42	50
Medicine	41	40	42
Social sciences	40	31	50
Natural sciences	39	38	47
Other	28	23	39
Managerial/administrative	35	32	43
Clerical	28	20	31
Sales	22	21	24
Blue collar	16	16	16
Fabricating	19	21	12
Service	16	16	16
Other	14	14	17

Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

Summary

The people most likely to have enrolled in an adult education course in 1983 were:

- residents of Alberta or British Columbia
- city-dwellers
- women
- 25 to 34 years old
- single
- Canadian-born
- university graduates
- labour force members
- white collar professionals.

ADULT EDUCATION COURSES TAKEN IN 1983

Respondents who participated in adult education during 1983 were asked questions about the last course they had taken. These questions dealt with such topics as the type of course, their reason for enrolling, the agency that provided instruction, the source of funding and the length of the course. Because a large proportion (36%) of participants enrolled in more than one course during the year, it was not feasible to ask detailed questions about each one. Therefore, it was assumed that the last course was typical of all courses taken.

Type of Course

Five types of courses were identified: academic, job-related, hobby/craft/recreation, personal development/general interest, and other. Academic courses refer to those taken at a high school, college or university for credit toward a diploma, certificate or degree. Job-related courses are defined as those which provide skills applicable either to the job participants held or a job for which they wished to qualify. Included in this category are courses in such areas as word processing, computer programming, auto mechanics, and TV repair. Hobby/craft/recreation courses cover leisure pursuits such as woodworking, pottery, painting, photography, cooking, and sewing. Job-related subjects can also fall into this group if the participants' motivation was leisure-oriented. Personal development/general interest courses refer to classes in history, music appreciation, etc., and academic courses taken on an unstructured basis (as distinct from accumulating credits toward a diploma, certificate or degree). The final type of course - the catch-all "other" category - comprises training that does not fit neatly into one of the foregoing groups. Included here are marriage preparation, prenatal instruction, driver-training, first-aid, etc.

These categories are not mutually exclusive. Respondents' perceptions of the nature of the instruction and their reasons for enrolling may have played a part in how they defined the course. For example, a university course in art history could have been classified as academic by a part-time student working toward a degree; as job-related by an art gallery employee; and as general interest by a retired person seeking more knowledge of art.

Forty-one percent of adult learners took a job-related course. Next most popular were personal development classes and the hobby group. Only 12% of participants took academic courses.

Job-related courses ranked first in each province and region, while personal development instruction and hobby classes were second and third. In all provinces but Quebec, the percentage of people taking job-related courses was approximately double the percentage in personal development classes. By contrast, the proportions in Quebec were much closer: 34% took job-related courses; 29%, personal development courses.

Table 8 Participants in adult education, by type of course, Canada and provinces, 1983

Type of course	Canada	Atlantic Provinces	Quebec	Ontario	Manitoba	Saskatch-ewan	Alberta	British Columbia
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Job-related	41	42	34	43	43	45	47	42
Personal development/ general interest	23	21	29	20	23	20	21	25
Hobby/craft/ recreation	20	20	21	19	16	22	20	19
Academic	12	14	12	15	14	10	10	10
Other	2	1*	4	2*	**	**	**	**
Don't know/ not stated	1	2*	**	**	**	**	**	**
TOTAL NUMBER	**3,170,900**	**185,100**	**803,400**	**1,157,900**	**131,200**	**119,500**	**368,300**	**405,500**

*Data are subject to considerable sampling error and should be used with caution.

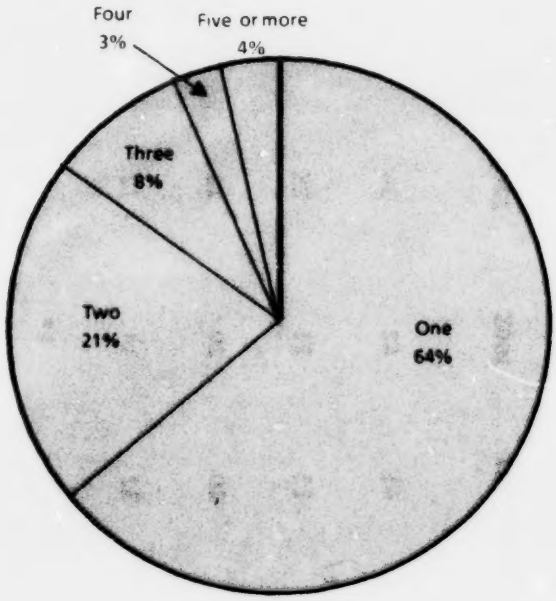
**Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

Number of Courses Taken

The 3.2 million people who participated in adult education during 1983 enrolled in a total of 5.2 million courses. Close to two-thirds (64%) of participants took only one course, and another 21%, two courses. The remaining 15% took three or more, with the number of participants falling sharply as course loads increased. About 21,000 individuals claimed to have taken 10 or more courses, but some of this instruction may have been short-term.

Chart - 7
Number of adult education courses taken by each participant, Canada, 1983



Source : Labour Force Survey Supplement, January 1984

Multiple-course-takers tended to choose a different kind of instruction than people who enrolled in just one course. Although job-related training ranked first with both groups, the proportion was larger for multiple-course-takers. These people were also more likely than those who enrolled in a single course to undertake academic instruction, less likely to take personal development or hobby classes.

Table 9 Participants in adult education, by number of courses and type of courses, Canada, 1983

Type of course	Number of courses	
	One	More than one
TOTAL	**100%**	**100%**
Job-related	39	45
Personal development/general interest	26	18
Hobby/craft/recreation	22	17
Academic	10	18
Other	3	1*
Don't know/not stated	**	**
TOTAL NUMBER	**1,979,900**	**1,102,700**

* Data are subject to considerable sampling error and should be used with caution.

** Data are not reliable enough to be released.

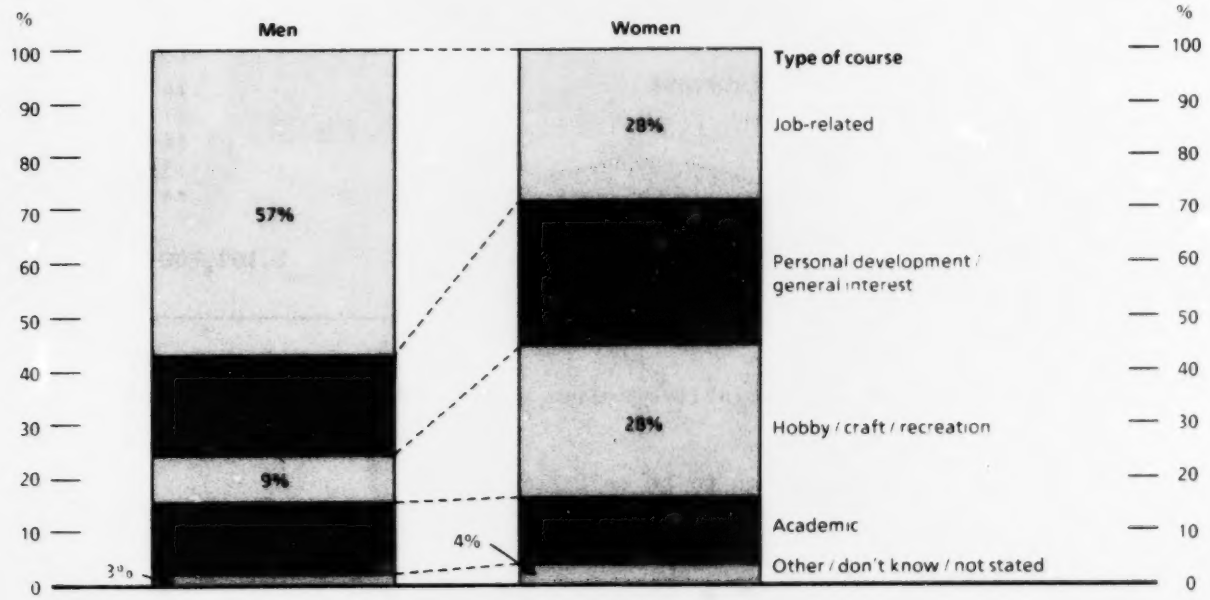
Note: Total refers only to participants who stated the number of courses they took.

Source: Labour Force Survey Supplement, January 1984.

Sex and Age

Men and women differed in their course preferences. The majority of men (57%) took job-related training. Personal development courses were a distant second, and academic courses were third. Fewer than one male participant in in 10 took a hobby course. By contrast, women were just as likely to enroll hobby or personal development classes as in job-related ones.

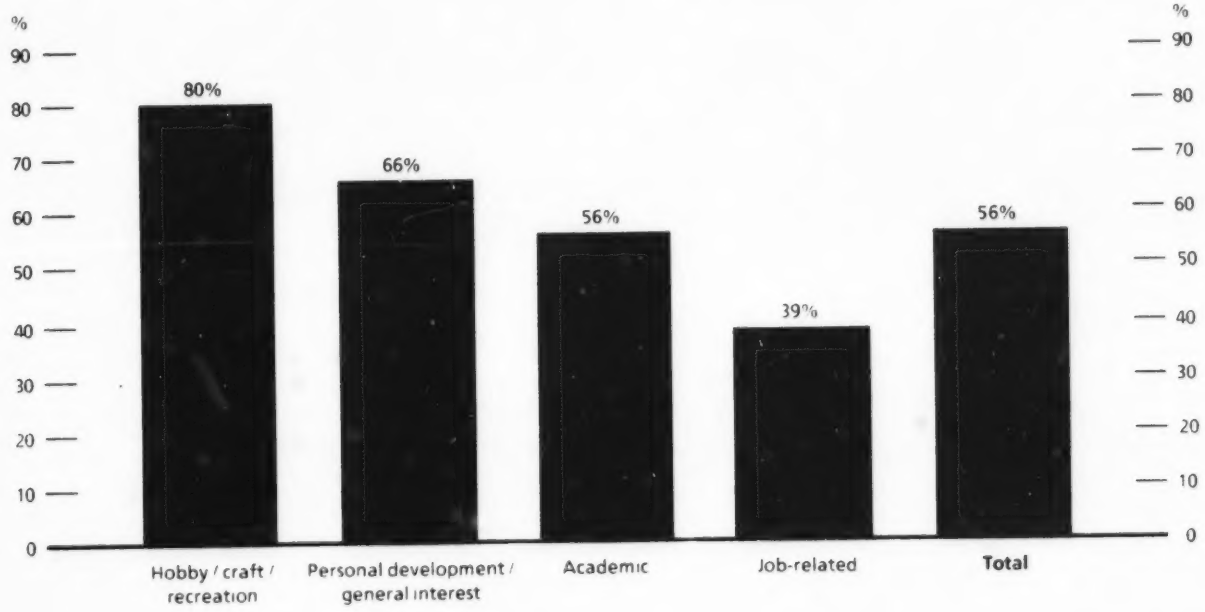
Chart - 8
Participants in adult education, by sex and type of course, Canada, 1983



Source : Labour Force Survey Supplement, January 1984.

Thus, while 56% of all adult learners were women, they made up 80% of participants in hobby classes, but just 39% of those in job-related courses. They were also strongly represented in the personal development category.

Chart - 9
Women as a percentage of participants in each type of adult education course, Canada, 1983



Source : Labour Force Survey Supplement, January 1984

The types of courses taken by men and women varied at different ages. For men, the proportion of job-related courses rose in each successive age group, reaching a maximum of 64% at ages 45-54. Even among 55-64-year-olds,, job-related courses made up half the total. By contrast, men of retirement age were most inclined to enroll in personal development classes. For other age groups, personal development stood second or third in popularity.

The adult education activity of women bore little resemblance to that of their male contemporaries. Job-related courses ranked first among women aged 17 to 24. From ages 25 to 54, the proportions enrolling in job-related, personal development, and hobby courses did not differ greatly. At older ages the popularity of job-related instruction tended to decline, while that of hobby classes rose.

Table 10 Top three types of adult education courses, by age and sex of participants, Canada, 1983

	Men		Women	
Age group	Top three types of courses	% of all courses taken	Top three types of courses	% of all courses taken
17-24	Job-related	54	Job-related	30
	Academic	22	Hobby	23
	Personal development	14	Personal development	23
25-34	Job-related	57	Job-related	29
	Personal development	17	Hobby	28
	Academic	15	Personal development	26
35-44	Job-related	61	Job-related	31
	Personal development	19	Personal development	30
	Hobby	9	Hobby	24
45-54	Job-related	64	Hobby	31
	Personal development	17	Job-related	29
	Hobby	10	Personal development	28
55-64	Job-related	50	Hobby	37
	Personal development	24	Personal development	32
	Hobby	16*	Job-related	24
65 and over	Personal development	44*	Hobby	56
	Hobby	34*	Personal development	36
	**	**	**	**

* Data are subject to considerable sampling error and should be used with caution.

**Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

Marital Status

Regardless of their marital status, men were more inclined to seek job-related training than any other type of instruction. Nearly 60% of the courses taken by married and separated/divorced men were of this nature; the percentage dropped to 51% among those who were single. Relatively high proportions (about 20% each) of the courses taken by single men were in the academic and personal development categories.

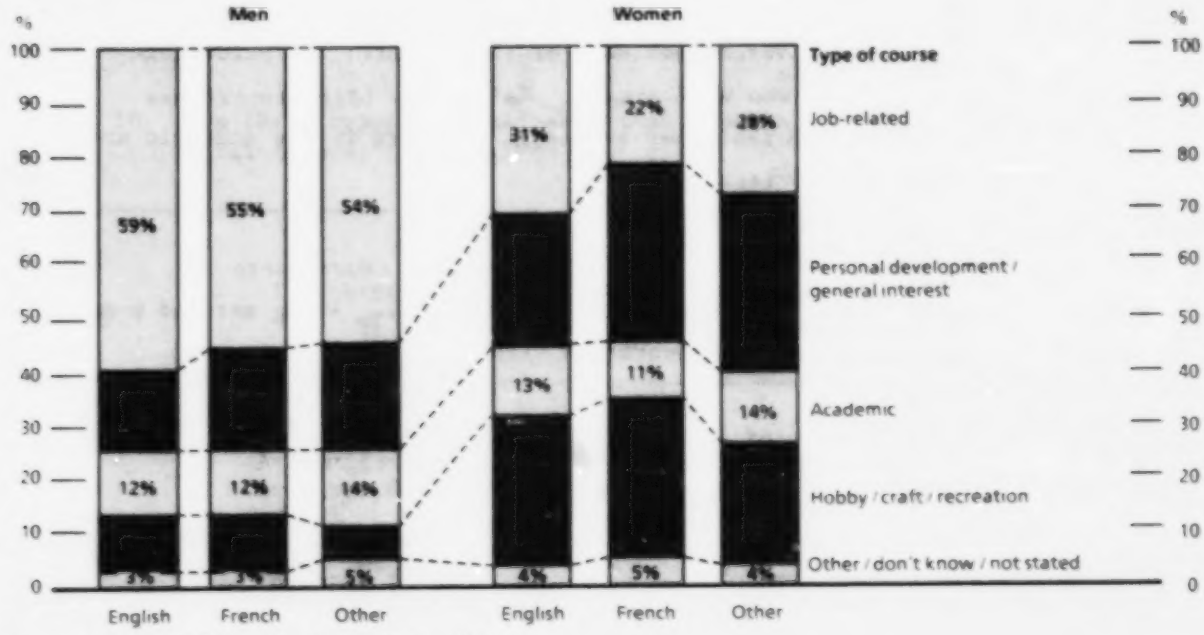
The female participants most apt to take a job-related course were separated/divorced (close to 40%) or single (about 35%). Among married women and widows, hobby courses ranked first.

Mother Tongue

Whether their mother tongue was English, French or a non-official language, male participants tended to enroll in the same types of courses: the majority took job-related training. Personal development instruction was second in popularity, followed by academic courses and hobby classes.

By contrast, women with different mother tongues had different course preferences. Job-related courses and hobby classes stood first and second with anglophone women. For francophone women, personal development courses and hobby classes had almost equal attraction; job-related training was far behind in third spot. The number one choice of women of other mother tongue groups was personal development courses, and their second most frequent choice was job-related training. Of all women, they were least likely to enrol in hobby classes.

Chart - 10
Participants in adult education, by sex, mother tongue, and type of course, Canada, 1983



Source : Labour Force Survey Supplement, January 1984

Place of Birth

Foreign-born male participants were less likely to enroll in job-related courses than were their Canadian-born counterparts: the proportions were 51% and 59%. On the other hand, 23% of the courses taken by foreign-born men were in the personal development category, compared with 17% for men born in Canada.

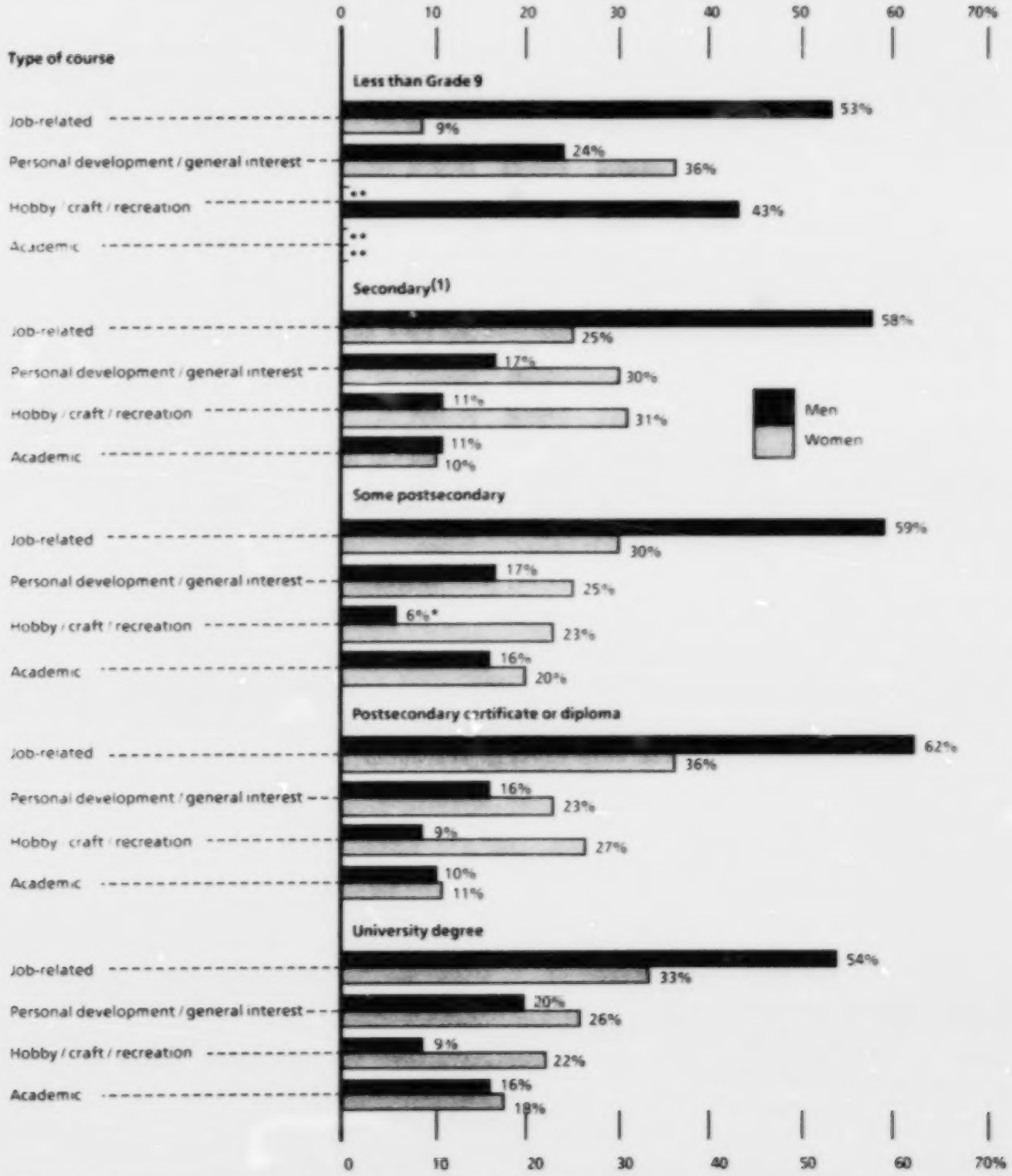
Hobby, job-related, and personal development courses accounted for nearly equivalent proportions of Canadian-born female participants: 29%, 28%, and 27%. By contrast, just 22% of the foreign-born women took hobby classes, while personal development and job-related courses each accounted for about 30%.

Education

At all levels of educational attainment, the majority of male participants enrolled in job-related courses. However, the types of courses women took varied more with their education. Just 9% of those who had less than Grade 9 sought job-oriented training. Hobby classes were most appealing to these women (43%), followed by personal development instruction. At higher levels of education, women's choices more closely resembled those of men. About one-third of female participants with postsecondary credentials took a job-related course.

Chart 11

Chart - 11
Participants in adult education, by sex, level of education, and type of course, Canada, 1983



* Data are subject to considerable sampling error and should be used with caution.
** Data are not reliable enough to be released.
(1) Includes people who have either completed secondary school or had at least some secondary education, but no postsecondary education
Source : Labour Force Survey Supplement, January 1984.

Labour Force Activity[7]

Whether participants were in or out of the labour force affected the type of adult education in which they enrolled. Men and women who were labour force members tended to choose job-oriented training. Such instruction accounted for six out of 10 courses taken by these men and nearly four out of 10 taken by the women. The next most common type of course in which men enrolled was personal development. For women, personal development and hobby courses held equal attraction.

The picture for people who were out of the labour force was much different. Men in this situation were equally apt to enroll in a job-related or personal development course (about 30% took each type). Hobby courses were the first choice of women who were not labour force members (43%), and personal development courses came in second (37%).

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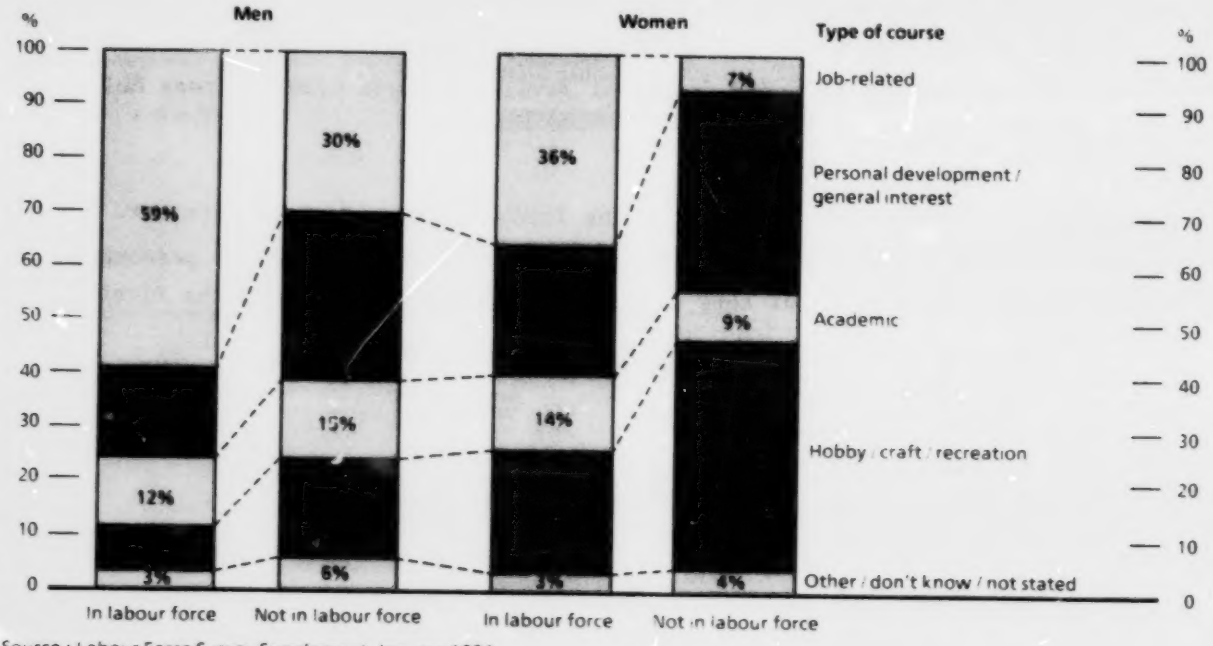
[7] People who were employed or unemployed were considered to be "in the labour force." The remainder were classified as "not in the labour force." Data refer to January 1984. Participants' labour force status may have been different in 1983 when they were enrolled in an adult education course.

Chart 12

Chart - 12
Participants in adult education, by sex, labour force activity, and type of course, Canada, 1983



Source : Labour Force Survey Supplement, January 1984.

Occupation[8]

The percentage of men in white collar occupations who took a job-related course was somewhat less than that of their blue collar counterparts: 57% versus 63%. However, the proportion varied among different white collar categories. Two-thirds of managers and administrators opted for a job-related course. By contrast, just half the men in clerical positions did so; more than any other occupational group, these men were drawn to academic instruction.

The enrolment choices of women did not follow the same pattern. The proportion of white collar women who took a job-related course surpassed that of women in blue collar positions by eight percentage points (38% versus 30%). The latter were almost as likely to choose hobby or personal development classes as job-related courses. To some extent, this tendency also prevailed among white collar women in sales and clerical jobs. As was true for men, women in management and administration had the strongest inclination to pursue job-related training. However, while such instruction accounted for 66% of the courses taken by the men, the corresponding proportion for female managers and administrators was 46%.

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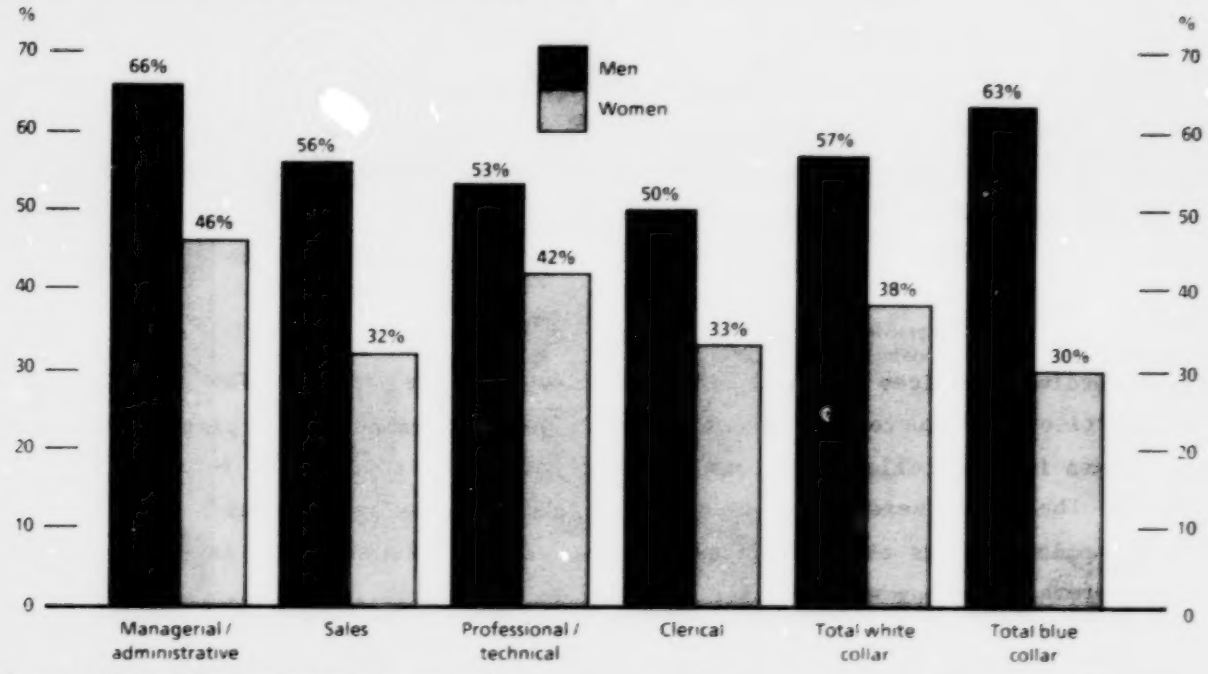
[8] Occupation data refer to people who were employed in January 1984. Participants' employment status may have been different in 1983 when they were enrolled in an adult education course.

Chart - 13
Percentage of adult education courses that were job-related, by sex and occupation of employed participants, Canada, 1983



Source : Labour Force Survey Supplement, January 1984

Reason for Enrolling

As the nature of their course choices suggests, men and women had different reasons for undertaking adult education. About 60% of the men wanted to improve their job opportunities, and the rest were motivated by personal interest. Among women, the proportions were reversed: 34% cited job-related reasons; the remainder, personal interest.

The overwhelming majority (84%) of men and women who took job-related courses enrolled to improve their employment opportunities. This was also the case in academic courses, which seven out of 10 people took to improve job prospects. On the other hand, virtually everyone who enrolled in hobby classes did so out of personal interest.

Providers of Instruction

Most adult education was offered in educational institutions. Together, universities, colleges and CEGEPs (collèges d enseignement général et professionel), elementary-secondary school boards, and private and commercial schools accounted for 53% of the courses participants took in 1983. The remaining courses were given in such non-school settings as the workplace, churches, and voluntary organizations such as the YM/YWCA, Red Cross, and community centres.

The nature of the course had a lot to do with where it was offered. Employers were the main source of job-related instruction (42%).

More than four out of 10 academic courses were given by universities. Colleges and CEGEPs accounted for another quarter of such training, and elementary-secondary school boards for one-fifth. In all, nine out of 10 academic courses were taken in an educational institution.

Hobby and personal development classes were more widely dispersed among providers, with voluntary organizations accounting for the largest percentage of courses (35%). Private and commercial schools represented 25% of the total number of hobby courses, while elementary-secondary school boards came next with 17%. Nearly the same proportions of personal development courses (about 18%) were given by colleges and CEGEPs, elementary-secondary school boards, and private and commercial schools.

Table 11 Types of adult education courses, by provider of instruction, Canada, 1983

Course provider	Type of course				
	Total	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**
Educational institution	53	37	62	54	90
College/CEGEP	17	17	19	11	25
Elementary-secondary school board	13	6	18	17	21
Private or commercial school	12	5	17	25	4*
University	11	9	8	1*	40
Employer	18	42	2*	**	3*
Voluntary organization	14	3	22	35	**
Union/professional association	8	15	4	2*	5
Church	2	**	4	2*	**
Don't know/not stated	5	3	5	6	**
TOTAL NUMBER	**3,170,900**	**1,297,000**	**736,800**	**632,000**	**395,400**

*Data are subject to considerable sampling error and should be used with caution.

**Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

Another way of viewing the providers of adult education is to look at the type of course they most frequently offered.

Different educational institutions provided different mixes of courses. The focus at universities was on academic instruction, which represented close to half of all courses. Another third consisted of job-related training, and about one-fifth, personal development classes. The leading type of course at colleges and CEGEPs was job-related (four out of 10), while another quarter were of the personal development variety. Elementary-secondary school boards had the most even distribution of course types: personal development instruction accounted for a third of the total; hobby classes for about a quarter; and academic and job-related courses for around one-fifth each. Private and commercial schools tended to concentrate on hobby and personal development classes.

Employers focused almost exclusively on job-related training, which made up 94% of all their courses. Unions and professional associations also had a strong orientation toward job-related instruction (nearly three-quarters of their total). Nonetheless, 12% of the courses offered by unions and professional associations were in the personal development area.

Nearly half (48%) of the courses provided by voluntary organizations were in the hobby category, and over a third (36%) were academic.

Church-sponsored courses dealt principally with personal development.

Table 12 Providers of instruction, by type of adult education course, Canada, 1983

Course provider	Type of course							TOTAL NUMBER
	Total	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know/ not stated	
TOTAL	100%	41	23	20	12	2	1	3,170,900
Educational institution	100%	28	28	21	21	1	**	1,652,800
College/CEGEP	100%	41	26	13	18	**	**	528,300
Elementary-secondary school board	100%	18	33	27	20	**	**	405,700
Private or commercial school	100%	18	33	43	4*	2*	**	375,100
University	100%	32	18	3*	46	**	**	343,700
Employer	100%	94	3*	**	2*	**	**	583,900
Voluntary organization	100%	8	36	48	**	7	**	456,700
Union/professional association	100%	74	12	4*	8	**	**	266,500
Church	100%	**	58	23*	**	**	**	51,500
Don't know/not stated	100%	25	23	23	**	**	22	159,500

*Data are subject to considerable sampling error and should be used with caution.

**Data are not reliable enough to be released.

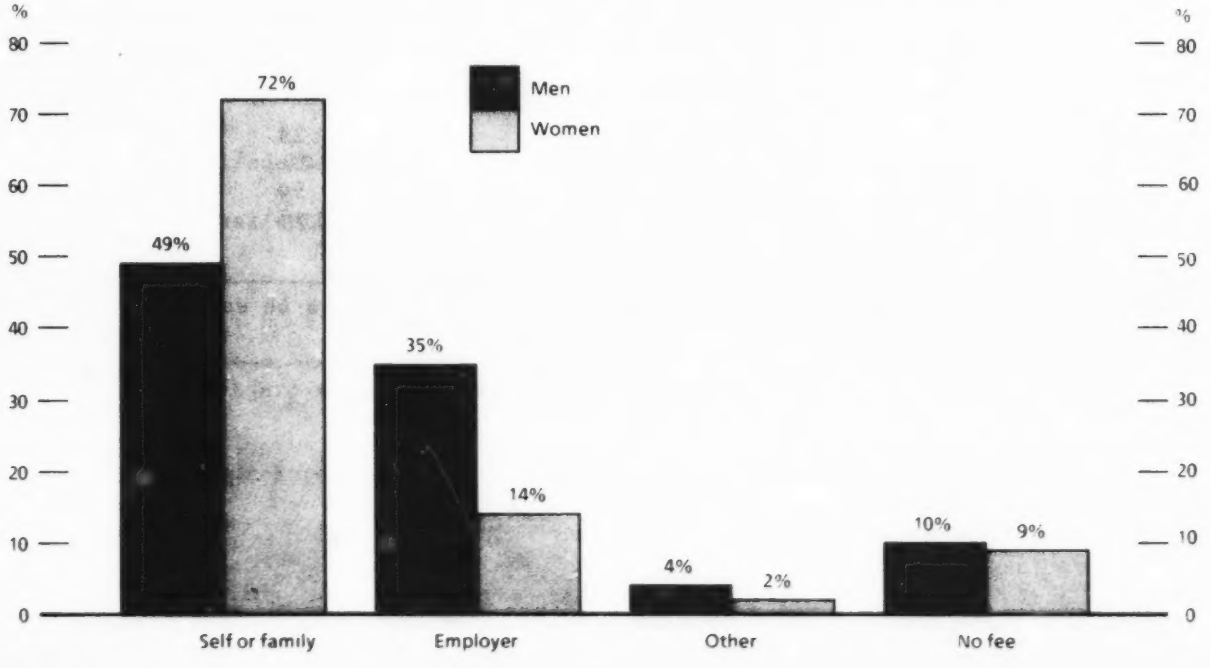
Source: Labour Force Survey Supplement, January 1984.

Major Source of Funds

Men and women relied on different sources to finance their adult education activities.

The tuition of more than seven in 10 women was paid either by the women themselves or by their families, whereas just half the men paid their own way. In fact, more than a third of the men had their fees paid by their employers. About one out of 10 courses taken by both men and women was free of charge.

Chart - 14
Major source of funds for adult education courses, by sex of participants, Canada, 1983



Source : Labour Force Survey Supplement, January 1984

Since men were more likely to enroll in job-related classes than women, these results are to be expected. That is, employers are probably more inclined to finance job-related courses than any other kind of instruction. It is more meaningful to compare source of funds by type of course.

For hobby courses, there was no difference between men and women: the participants themselves or their families paid for more than nine out of 10 courses. For other kinds of instruction, a higher percentage of men than women were funded by their employers. The gap was widest - fully 12 percentage points - for job-related courses.

Table 13 Percentage of adult education courses paid for by self/family or by employer, by sex of participants and type of course, Canada, 1983

Type of course	Paid for by employer		Paid for by self/family	
	Men	Women	Men	Women
		%		
Job-related	56	44	28	41
Personal development/general interest	5*	2*	77	84
Hobby/craft/recreation	**	**	94	94
Academic	13	10	75	78

* Data are subject to considerable sampling error and should be used with caution.

** Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

It might be argued that this disparity was attributable to the different occupational distributions of men and women. However, even in the same occupation, men who undertook job-related training were more likely than women to be financed by their employers. People in management and administration had the highest likelihood of receiving such support; but while the employers paid for 73% of the men's courses, they funded just 65% of those taken by the women.

On the whole, there was almost no difference between the percentages of employer-paid job-related instruction undertaken by men in white and blue collar occupations. But a much higher proportion of white collar than blue collar women received employer-financed training.

Table 14 Percentage of job-related adult education courses paid for by employers, by sex and occupation of participants, Canada, 1983

Occupation	Men	Women
	%	
White collar	60	51
Managerial/administrative	73	65
Clerical	62	55
Professional/technical	52	43
Sales	47	41*
Blue collar	59	36

* Data are subject to considerable sampling error and should be used with caution.

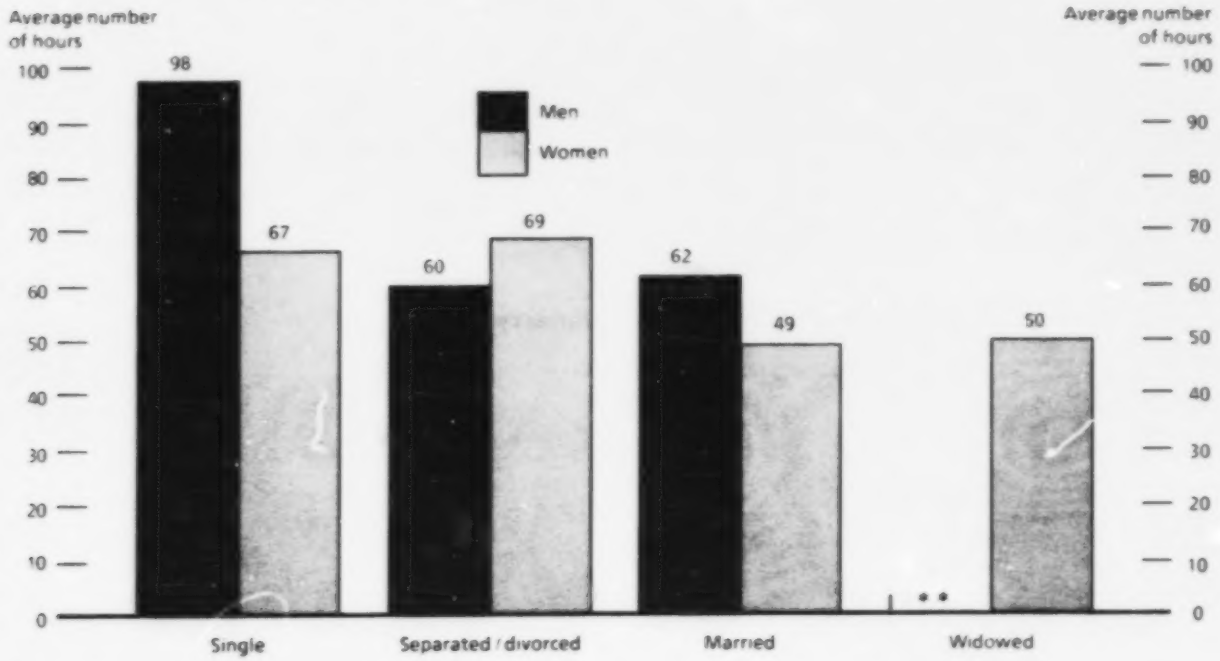
Source: Labour Force Survey Supplement, January 1984.

Duration

The average length of adult education courses taken in 1983 was 61 hours. Men, especially young men, enrolled in longer courses than women. The average course length for men was 70 hours; for men younger than 35, it was 85 hours. The corresponding figures for women were 55 and 59 hours.

The relationship between marital status and length of course was not the same for men and women. Single men took courses averaging 98 hours; married and separated/divorced men, 62 and 60 hours. By contrast, the women who took the longest courses - an average of 69 hours - were separated/divorced. These were the only women who enrolled in courses lasting longer than those taken by men with the same marital status. Single women's courses averaged 67 hours, a full 31 hours shorter than those taken by single men. Married and widowed women enrolled in the shortest courses of all - 49 and 50 hours.

Chart - 15
Average total hours of instruction for adult education courses, by sex and marital status of participants, Canada, 1983



** Data are not reliable enough to be released
Source : Labour Force Survey Supplement, January 1984

For men, course length was strongly associated with labour force activity. Men who were not labour force members may have had a low participation rate in adult education, but they enrolled in courses averaging 110 hours. Men who were in the labour force took shorter courses - an average of 68 hours. There was almost no difference between the length of courses taken by women who were in the labour force and those who were not: the courses in which both groups enrolled lasted about 55 hours.

Table 15 Average total hours of instruction for adult education courses, by sex and labour force activity of participants, Canada, 1983

Labour force activity	Total	Men	Women
	Average hours of instruction		
TOTAL	**61**	**70**	**55**
In labour force	61	68	54
Not in labour force	63	110	57

Source: Labour Force Survey Supplement, January 1984.

Naturally, course length depended to a considerable extent on the type of course in which participants were enrolled. Academic courses were longest, involving an average of 92 hours, while the shortest, hobby courses, averaged just 35 hours. Yet whatever the type of course, men signed up for more hours of instruction than women.

Table 16 Average total hours of instruction for adult education courses, by sex of participants and type of course, Canada, 1983

Type of course	Total	Men	Women
	Average hours of instruction		
TOTAL	**61**	**70**	**55**
Academic	92	101	86
Job-related	70	72	66
Personal development/ general interest	55	57	53
Hobby/craft/recreation	35	40	34

Source: Labour Force Survey Supplement, January 1984.

Courses at educational institutions tended to be longer than those offered in non-school settings. The longest courses were at colleges and CEGEPs - an average of 81 hours. Next came university courses (73 hours) and those given by school boards and private and commercial schools (62 hours each). Employer-sponsored courses lasted an average of 56 hours, the same length as those provided by unions and professional associations. The shortest courses - an average of 39 hours - were given by voluntary organizations.

Official Language Instruction

For the most part, the broad course categories (academic, job-related, hobby/craft/recreation, personal development/general interest, and other) give only a vague idea of what participants were actually learning. However, respondents to the survey were also asked specific questions about second language training, so it is possible to examine that topic separately.

In 1983, about 172,000 people enrolled in an adult education course to learn English or French. Close to 92,000 individuals studied English; approximately 80,000, French. These numbers have more meaning if they are broken down by the participants' mother tongue and area of residence (Quebec or the rest of Canada).

In Quebec, more than 67,000 people enrolled in official language courses: 64% to learn English; 36%, French. Francophones made up the overwhelming majority - 94% - of those enrolled in English courses. Only a little over a half (56%) of the people in Quebec taking French courses were anglophones.

Nearly 105,000 people in the rest of Canada took an official language course during 1983: 54% to learn French; 46%, English. Eighty-one percent of those enrolled in French courses were anglophones. English language instruction was dominated by participants whose mother tongue was not an official language; eight out of 10 students were from these language groups.

Table 17 Participants in official language adult education courses, by mother tongue, Canada, Quebec, and rest of Canada, 1983

Geographic area and language studied	Mother tongue			
	Total	English	French	Other
Canada				
Total	171,700	64,200	54,600	52,900
English	91,600	**	46,600	39,600
French	80,100	58,800	**	13,300*
Quebec				
Total	67,100	14,800*	45,700	**
English	43,300	**	40,800	**
French	23,800	13,300*	**	**
Rest of Canada				
Total	104,600	49,400	8,800*	46,300
English	48,300	**	**	38,600
French	56,200	45,500	**	**

* Data are subject to considerable sampling error and should be used with caution.

** Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

Summary

An examination of the courses adult education participants took in 1983 reveals that:

- Overall, job-related training was most popular. Personal development courses ranked second, followed by the hobby category, and academic instruction.

- Men and women chose different courses. Close to 60% of male participants enrolled in a job-related course. Nearly equal proportions of women (27% to 28%) took job-related, personal development, and hobby classes.

- Courses were similar for men and women who were young, unmarried university graduates and who were in the labour force.

- Except for personal development classes, there was a "leading provider" of each type of course. For example, four out of 10 academic courses were offered by universities, while four out of 10 job-related courses were provided by employers.

- A higher percentage of men's training than women's was paid for by their employers.

- The average course lasted 61 hours. Men generally enrolled in longer courses than women.

- Academic courses tended to be longest; hobby courses, shortest.

CONCLUSION

The types of adult education courses in which people enrolled and, indeed, the very act of enrolling were related to a number of demographic and socioeconomic factors. These included sex, marital status, education, labour force activity, and occupation.

The elderly and people who were not in the labour force had the lowest rates of participation. Others who had less than a Grade 9 education were least inclined to enroll. By contrast, university graduates had the highest participation rate.

The profile of the adult learner that emerged from the survey was that of a young, well-educated, urban, white collar worker. Men strongly preferred job-related courses, whereas job-related, hobby, and personal development courses all held equal attraction for women.

APPENDIX A

METHODOLOGY

The Adult Education Survey was a supplement to the January 1984 Labour Force Survey (LFS) of Statistics Canada and was sponsored by the Education Support Branch of the Secretary of State. The purposes of the survey were:

- to estimate the number of people being served by adult education
- to determine the level of participation in adult education by region and by socioeconomic characteristics
- to estimate the number of people taking second language training through adult education.

The sample used in the monthly LFS is chosen to represent all people 15 and over who reside in Canada, with the exception of residents of the Yukon and the Northwest Territories, people living on Indian reserves, inmates of institutions, and full-time members of the armed forces.

The Adult Education Survey was based on five-sixths of the LFS sample and included all people 17 and over. In addition to the standard LFS questions, respondents were asked about their participation in adult education during 1983. (Appendix D contains the Adult Education Survey questionnaire.) The survey used regular LFS interviewing procedures, with one household member reporting for all eligible members of the household. Approximately 46,000 households were in the survey, covering nearly 92,000 individuals. The provincial breakdown of the sample was as follows:

Total	91,538
Newfoundland	5,921
Prince Edward Island	2,545
Nova Scotia	6,887
New Brunswick	7,758
Quebec	14,823
Ontario	17,723
Manitoba	7,456
Saskatchewan	8,850
Alberta	10,570
British Columbia	9,005

Because the estimates derived from this survey are based on a sample of households, somewhat different results would have been obtained if a complete census had been taken using the same questionnaires, interviewers, supervisors, processing methods, etc. The difference between the estimates derived from the sample and those from a census taken under similar conditions is called the sampling error.

In general, the value of the sampling error is unknown, but it is possible to estimate its probable size using the sample data. The sampling variance is an estimate of the size of the error, and is often reported as its square root, the standard deviation, or as the ratio of the standard deviation to the estimate, the coefficient of variation (CV).

Derivation of standard deviations for each of the estimates which could be generated from many surveys would be a costly procedure. Consequently, crude measures of sampling variability have been developed. These measures are produced by applying an estimated design effect to the variance estimate calculated with the assumption of simple random sampling. This method has been used to find crude estimates of the CVs of the data in this report. Data with CVs greater than 25% are not reported and are replaced by two asterisks in tables and charts. Those with CVs between 16% and 25% are reported, but are identified with a single asterisk.

Crude tests of significance may be made using these CVs, under the assumption of zero covariance between the data being compared. Such tests have been made for a number of the smaller differences. Only those differences that were found significant at a 95% level are discussed in the text. Particular care should be exercised in the interpretation of other figures in any table or chart that are based on a relatively small number of cases or on small differences between data.

It should be noted that the supplementary questionnaire concerned respondents' adult education activity during the whole of 1983. However, the standard LFS questionnaire, from which the bulk of demographic and socioeconomic data were derived, pertained only to the week ending January 14, 1984. Thus, some of the characteristics (e.g. place of residence, marital status) respondents reported in the reference week may have been different during 1983.

The difference in reference points is particularly important with regard to labour force activity, which is subject to more change than most other variables. For example, people who were in the labour force during the reference week may not have been labour force members in 1983 when they enrolled in an adult education course. The same qualification applies to the related variables, industry and occupation, which were tabulated only for persons employed at the time of the survey. As a result, cross-tabulations of adult education participants by labour force characteristics must be interpreted tentatively.

APPENDIX B

FULL-TIME STUDENTS IN ADULT EDUCATION

In 1983 more than 335,000 full-time students took an adult education course in addition to their regular studies. They made up 10% of the total number of adult education participants and an even large proportion - 20% - of all full-time students.

These proportions varied by region and province. As a percentage of adult education participants, the number of full-time students was less than 10% only in Saskatchewan (7%) and British Columbia (9%). However, as a percentage of all full-time students, those also taking an adult education course ranged from 14% in the Atlantic region to 24% in Alberta.

Table B1 Full-time students in adult education as a percentage of all adult education participants and all full-time students, Canada and provinces, 1983

	Full-time students who took an adult education course		
	Number	Percent of all adult education participants	Percent of all full-time students
		%	%
CANADA	**335,400**	**10**	**20**
Atlantic provinces	19,700	10	14
Quebec	84,300	10	20
Ontario	126,100	10	19
Manitoba	15,400	10	22
Saskatchewan	9,600	7	17
Alberta	41,200	10	24
British Columbia	39,000	9	23

Note: Calculations are based on population 17 and older.

Source: Labour Force Survey Supplement, January 1984.

Like other adult education participants, the majority (56%) of full-time students were women. Since full-time schooling tends to be an activity for the young, it is not surprising that three-quarters of those enrolled in adult education were between 17 and 24. Nonetheless, they were somewhat older than other full-time students: 9% of them were 35 or over, whereas this was true of just over 4% of full-time students who did not take courses.

Full-time students were more evenly distributed among the different types of courses than were other participants. The major difference was that full-time students were more likely to seek academic instruction and less likely to participate in job-related training.

Although job-related classes ranked first with male full-time students, only 31% took such classes, compared with 57% of the other men who participated in adult education. By contrast, over 20% of the male students enrolled in academic classes, as opposed to 12% of other male participants.

The largest percentages of female students took academic or personal development courses (about 25% for each type). However, the proportions were not much lower for hobby and job-related classes.

Table B2 Participants in adult education, by type of course and sex and student status of participants, Canada, 1983

Sex and student status	Number	Type of course						
		Total	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know/ not stated
TOTAL								
Full-time student	**335,400**	**100**	**25**	**25**	**19**	**25**	**4***	**
Not full-time student	**3,170,900**	**100**	**41**	**23**	**20**	**12**	**2**	**1**
Men								
Full-time student	149,000	100	31	25	15	22	**	**
Not full-time student	1,384,800	100	57	18	9	12	2	1*
Women								
Full-time student	186,400	100	20	25	22	26	**	**
Not full-time student	1,786,100	100	28	27	28	12	2	1

*Data are subject to considerable sampling error and should be used with caution.

**Data are not reliable enough to be released.

Source: Labour Force Survey Supplement, January 1984.

APPENDIX C

SUMMARY TABLES

Table C1 Characteristics of participants and non-participants in adult education, Canada, 1983

Characteristic	Participants		Non-participants		Participation rate
	Number	Percent distribution	Number	Percent distribution	
	000s	%	000s	%	%
SEX AND AGE					
Total, 17 years and over	**3,170.9**	**100**	**13,383.3**	**100**	**19**
17-24	502.0	16	1,706.3	13	23
25-34	1,183.7	37	2,914.1	22	29
35-44	813.9	26	2,417.8	18	25
45-54	367.1	12	2,083.8	16	15
55-64	218.6	7	2,021.8	15	10
65+	85.7	3	2,239.4	17	4
Men, 17 years and over	**1,384.8**	**100**	**6,637.7**	**100**	**17**
17-24	199.7	14	879.4	13	18
25-34	536.9	39	1,479.0	22	27
35-44	370.5	27	1,250.4	19	23
45-54	166.2	12	1,062.6	16	14
55-64	87.7	6	984.3	15	8
65+	23.9	2	982.1	15	2
Women, 17 years and over	**1,786.1**	**100**	**6,745.6**	**100**	**21**
17-24	302.4	17	826.9	12	27
25-34	646.8	36	1,435.2	21	31
35-44	443.4	25	1,167.4	17	28
45-54	200.9	11	1,021.2	15	16
55-64	130.9	8	1,037.5	15	11
65+	61.8	4	1,257.3	19	5
PROVINCE					
Newfoundland	31.0	1	322.7	2	9
Prince Edward Island	12.1	--	68.1	1	15
Nova Scotia	83.6	3	480.7	4	15
New Brunswick	58.5	2	399.3	3	13
Quebec	803.4	25	3,633.9	27	18
Ontario	1,157.9	36	4,771.7	36	20
Manitoba	131.2	4	543.1	4	20
Saskatchewan	119.5	4	516.2	4	19
Alberta	368.3	12	1,122.5	8	25
British Columbia	405.5	13	1,525.0	11	21
TYPE OF AREA					
Metropolitan	1,916.7	60	7,571.5	57	20
Non-metropolitan	1,254.3	40	5,811.8	43	18

See footnotes at end of table.

Table C1 (cont'd) Characteristics of participants and non-participants in adult education, Canada, 1983

Characteristic	Participants		Non-participants		Participation rate
	Number	Percent distribution	Number	Percent distribution	
	000s	%	000s	%	%
MARITAL STATUS					
Total					
Married	2,208.0	70	9,364.8	70	19
Single	683.5	22	2,286.9	17	23
Separated/divorced	198.9	6	717.1	5	22
Widowed	80.5	2	1,014.6	8	7
Men					
Married	1,022.4	74	4,774.3	72	18
Single	304.0	22	1,394.1	21	18
Separated/divorced	51.4	4	287.9	4	15
Widowed	**	**	181.4	3	**
Women					
Married	1,185.6	66	4,590.5	68	20
Single	379.5	21	892.7	13	30
Separated/divorced	147.5	8	429.2	6	26
Widowed	73.5	4	833.1	12	8
MOTHER TONGUE* **					
Total					
English	1,991.7	63	7,490.9	56	21
French	813.4	26	3,554.0	27	19
Other	363.5	12	2,314.5	17	14
Quebec					
English	87.6	11	362.5	10	20
French	686.0	85	2,975.1	82	19
Other	29.6	4	293.8	8	9
Rest of Canada					
English	1,904.1	80	7,128.5	73	21
French	127.4	5	578.9	6	18
Other	333.8	14	2,020.7	21	14

See footnotes at end of table.

Table C1 (cont'd) Characteristics of participants and non-participants in adult education, Canada, 1983

Characteristic	Participants		Non-participants		Participation rate
	Number	Percent distribution	Number	Percent distribution	
	000s	%	000s	%	%
PLACE OF BIRTH[***]					
Total					
In Canada	2,654.7	84	10,602.8	79	20
Outside Canada	511.2	16	2,747.0	21	16
Arrived before 1970	302.0	10	1,844.4	14	14
Arrived 1970-79	133.0	4	594.3	4	18
Arrived 1980-84	64.5	2	192.3	1	25
Men					
In Canada	1,146.3	83	5,266.4	80	18
Outside Canada	237.1	17	1,353.8	20	15
Arrived before 1970	136.3	10	926.8	14	13
Arrived 1970-79	63.5	5	282.3	4	18
Arrived 1980-84	30.9	2	91.9	1	25
Women					
In Canada	1,508.3	84	5,336.4	79	22
Outside Canada	274.1	15	1,393.2	21	16
Arrived before 1970	165.7	9	917.7	14	15
Arrived 1970-79	69.4	4	312.0	5	18
Arrived 1980-84	33.5	2	100.4	2	25
EDUCATION					
Total					
0-8 years	174.6	6	3,619.3	27	5
Some high school	377.5	12	2,871.5	22	12
Completed high school	913.9	29	3,856.2	29	19
Some postsecondary	376.1	12	804.6	6	32
Postsecondary diploma or certificate	653.0	21	1,271.4	10	34
University degree	675.9	21	960.4	7	41
Men					
0-8 years	75.3	5	1,798.2	27	4
Some high school	159.3	12	1,409.6	21	10
Completed high school	359.5	26	1,797.6	27	17
Some postsecondary	165.3	12	427.7	6	28
Postsecondary diploma or certificate	263.8	19	602.0	9	30
University degree	361.6	26	602.6	9	38
Women					
0-8 years	99.3	6	1,821.1	27	5
Some high school	218.1	12	1,461.9	22	13
Completed high school	554.3	31	2,058.6	30	21
Some postsecondary	210.7	12	376.8	6	36
Postsecondary diploma or certificate	389.2	22	669.4	10	37
University degree	314.3	18	357.7	5	47

See footnotes at end of table.

Table C1 (cont'd) Characteristics of participants and non-participants in adult education, Canada, 1983

Characteristic	Participants		Non-participants		Participation rate
	Number	Percent distribution	Number	Percent distribution	
	000s	%	000s	%	%
EDUCATION OF PARENTS* **					
Total					
Father only university graduate	164.3	6	301.7	3	35
Mother only university graduate	98.1	4	177.9	2	36
Both university graduates	84.9	3	125.2	1	40
Neither university graduate	2,273.8	87	9,179.4	94	20
Men					
Father only university graduate	67.8	6	155.0	3	31
Mother only university graduate	37.8	4	87.0	2	30
Both university graduates	35.8	3	67.0	1	35
Neither university graduate	952.7	86	4,373.0	93	18
Women					
Father only university graduate	96.5	6	148.7	3	39
Mother only university graduate	60.2	4	90.9	2	40
Both university graduates	49.1	3	58.2	1	46
Neither university graduate	1,321.1	86	4,806.4	94	22
LABOUR FORCE ACTIVITY					
Total					
In labour force	2,621.4	83	8,214.8	61	24
Not in labour force	549.6	17	5,168.4	39	10
Men					
In labour force	1,315.9	95	5,032.2	76	21
Not in labour force	68.9	5	1,605.5	24	4
Women					
In labour force	1,305.5	73	3,182.6	47	29
Not in labour force	480.7	27	3,562.9	53	12
OCCUPATION OF EMPLOYED PERSONS					
Total					
White collar	1,717.2	72	3,553.2	49	33
Blue collar	679.8	28	3,603.9	51	16
Men					
White collar	703.5	58	1,714.0	39	29
Blue collar	502.7	42	2,650.4	61	16
Women					
White collar	1,013.7	85	1,839.3	66	36
Blue collar	177.1	15	953.5	34	16

* Data are subject to considerable sampling error and should be used with caution.

** Data are not reliable enought to be released.

*** Some people surveyed did not provide this information; they are not included in the calculations for this variable.

-- Amount too small to be expressed.

Note: Participation rates are based on population 17 and over excluding full-time students.

Source: Labour Force Survey Supplement, January 1984.

Table C2 Type of adult education courses taken, Canada, 1983

	Total		Type of course					
	Number	Percent	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know/ not stated
	000s	%	%	%	%	%	%	%
AGE AND SEX OF PARTICIPANTS								
Total, 17 years and over	**3,170.9**	**100**	**41**	**23**	**20**	**12**	**2**	**1**
17-24	502.0	100	40	19	17	20	3*	**
25-34	1,183.7	100	42	22	19	14	3	1*
35-44	813.9	100	44	25	17	11	1*	1*
45-54	367.0	100	45	23	22	8	**	**
55-64	218.6	100	34	29	28	5*	**	**
65+	85.7	100	**	38	50	**	**	**
Men, 17 years and over	**1,384.8**	**100**	**57**	**10**	**9**	**12**	**2**	**1***
17-24	199.7	100	54	14	7*	22	**	**
25-34	536.9	100	57	17	8	15	3*	**
35-44	370.5	100	61	19	9	9	**	**
45-54	166.2	100	64	17	10	7*	**	**
55-64	87.7	100	50	24	16*	**	**	**
65+	23.9	100	**	44*	34*	**	**	**
Women, 17 years and over	**1,786.1**	**100**	**28**	**27**	**28**	**12**	**2**	**1**
17-24	302.4	100	30	23	23	20	3*	**
25-34	646.8	100	29	26	28	12	3	**
35-44	443.4	100	31	30	24	13	**	**
45-54	200.9	100	29	28	31	8*	**	**
55-64	130.9	100	24	32	37	**	**	**
65+	61.8	100	**	36	56	**	**	**
MARITAL STATUS OF PARTICIPANTS								
Total								
Married	2,208.0	100	41	23	21	11	2	1
Single	683.5	100	42	21	15	19	2*	1*
Widowed	80.5	100	18*	32	39	**	**	**
Separated/divorced	198.9	100	45	26	14	12	**	**
Men								
Married	1,022.4	100	59	17	10	10	2	1*
Single	304.0	100	51	19	8	20	**	**
Widowed	**	**	**	**	**	**	**	**
Separated/divorced	51.4	100	59	22	**	**	**	**
Women								
Married	1,185.6	100	25	28	31	11	3	1*
Single	379.5	100	35	23	20	18	**	**
Widowed	73.5	100	16*	32	42	**	**	**
Separated/divorced	147.5	100	40	27	17	13	**	**

See footnotes at end of table.

Table C2 (cont'd) Type of adult education courses taken, Canada, 1983

	Total		Type of course					
	Number	Percent	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know not stated
	000s	%	%	%	%	%	%	%
MOTHER TONGUE OF PARTICIPANTS[***]								
Total								
English	1,991.7	100	43	21	20	13	2	1
French	813.4	100	36	27	22	11	4	**
Other	363.5	100	41	27	14	14	**	2*
Men								
English	871.3	100	59	16	10	12	2*	1*
French	338.1	100	55	20	10	12	2*	**
Other	174.8	100	54	21	6*	14	**	**
Women								
English	1,120.4	100	31	24	28	13	2	1*
French	475.3	100	22	32	30	11	4	**
Other	188.7	100	28	32	22	14	**	**
PLACE OF BIRTH OF PARTICIPANTS[***]								
Total								
In Canada	2,654.7	100	41	22	21	12	2	1
Outside Canada	511.2	100	40	28	15	14	**	2*
Men								
In Canada	1,146.3	100	59	17	10	12	2	1*
Outside Canada	237.1	100	51	23	8	15	**	**
Women								
In Canada	1,508.3	100	28	27	29	12	3	1*
Outside Canada	274.1	100	30	31	22	14	**	**

See footnotes at end of table.

Table C2 (cont'd) Type of adult education courses taken, Canada, 1983

	Total		Type of course					
	Number	Percent	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know/ not stated
	000s	%	%	%	%	%	%	%
LEVEL OF EDUCATION OF PARTICIPANTS								
Total								
0-8 years	174.6	100	28	31	29	6*	**	**
Some secondary	1,291.4	100	38	25	23	10	3	2
Some postsecondary	376.1	100	42	22	15	18	2*	**
Postsecondary certificate	653.0	100	46	20	20	11	2*	**
University degree	675.9	100	44	23	15	16	**	1*
Men								
0-8 years	75.3	100	53	24*	**	**	**	**
Some secondary	518.8	100	58	17	11	11	2*	2*
Some postsecondary	165.3	100	59	17	6*	16	**	**
Postsecondary certificate	263.8	100	62	16	9	10	**	**
University degree	361.6	100	54	20	9	16	**	**
Women								
0-8 years	99.3	100	9*	36	43	**	**	**
Some secondary	772.6	100	25	30	31	10	3	1*
Some postsecondary	210.7	100	30	25	23	20	**	**
Postsecondary certificate	389.2	100	36	23	27	11	3*	**
University degree	314.3	100	33	26	22	18	**	**
LABOUR FORCE ACTIVITY OF PARTICIPANTS								
Total								
In labour force	2,621.4	100	47	21	16	13	2	1
Not in labour force	549.6	100	10	36	40	9	3*	2*
Men								
In labour force	1,315.9	100	59	17	9	12	2	1*
Not in labour force	68.9	100	30	31	18	15	**	**
Women								
In labour force	1,305.5	100	36	24	23	14	2	1*
Not in labour force	480.7	100	7	38	43	9	3*	**

See footnotes at end of table.

Table C2 (cont'd) Type of adult education courses taken, Canada, 1983

	Total		Type of course					
	Number	Percent	Job-related	Personal development/ general interest	Hobby/ craft/ recreation	Academic	Other	Don't know/ not stated
	000s	%	%	%	%	%	%	%
OCCUPATION OF EMPLOYED PARTICIPANTS								
Total								
White collar	1,717.2	100	46	21	16	14	2	1*
Professional/technical	662.1	100	47	20	15	16	1*	**
Managerial/administrative	376.0	100	58	16	11	13	**	**
Clerical	484.4	100	36	25	23	13	2*	**
Sales	194.6	100	45	25	15	12	**	**
Blue collar	679.8	100	54	19	14	9	2*	1*
Men								
White collar	703.5	100	57	17	9	14	1*	**
Professional/technical	286.1	100	53	20	10	15	**	**
Managerial/administrative	235.6	100	66	13	8	11	**	**
Clerical	69.8	100	50	16*	**	19*	**	**
Sales	112.0	100	56	21	9*	12*	**	**
Blue collar	502.7	100	63	16	9	9	2*	**
Women								
White collar	1,013.7	100	38	24	21	14	2	1*
Professional/technical	376.0	100	42	20	19	16	**	**
Managerial/administrative	140.4	100	46	21	16	15	**	**
Clerical	414.6	100	33	27	25	12	2*	**
Sales	82.7	100	32	30	22	12*	**	**
Blue collar	177.1	100	30	26	29	12	**	**
COURSE PROVIDER								
Educational institution	1,652.8	100	28	28	21	21	1	**
College/CEGEP	528.3	100	41	26	13	18	**	**
Elementary-secondary school board	405.7	100	18	33	27	20	**	**
Private or commercial school	375.1	100	18	33	43	4*	2*	**
University	343.7	100	32	18	3*	46	**	**
Employer	583.9	100	94	3*	**	2*	**	**
Voluntary organization	456.7	100	8	36	48	**	7	**
Union/professional association	266.5	100	74	12	4*	8	**	**
Church	51.5	100	**	58	23*	**	**	**
Don't know/not stated	159.5	100	25	23	23	**	**	22

* Data are subject to considerable sampling error and should be used with caution.

** Data are not reliable enough to be released.

*** Some people surveyed did not provide this information; they are not included in the calculations for this variable.

Source: Labour Force Survey Supplement, January 1984

APPENDIX D ADULT EDUCATION SURVEY QUESTIONNAIRE

Statistics Canada / Statistique Canada

ADULT EDUCATION SURVEY

CONFIDENTIAL when completed

Docket No 2 | Survey date 3 (Mo / M) | Assignment No 4 | 1 FORM NO 06

HRD page | line No 5 | Given name 6 | Surname 7

THIS SURVEY CONCERNS ANY COURSES, CLASSES OR INSTRUCTION HAS TAKEN DURING THE PAST YEAR. THESE WOULD INCLUDE INSTRUCTION TO IMPROVE JOB SKILLS, UPGRADE ACADEMIC QUALIFICATIONS, FOR PERSONAL DEVELOPMENT OR FOR RECREATION AND LEISURE.

10. **WAS . . . A FULL-TIME STUDENT AT A SCHOOL, COLLEGE OR UNIVERSITY DURING 1983?**

Yes 1 (READ) | No 2 | Go to 11

IN THE FOLLOWING QUESTIONS DO NOT INCLUDE CLASSES OR COURSES THAT WERE PART OF FULL-TIME COURSE OF STUDIES.

11. **DURING 1983, DID . . . ENROLL IN ANY COURSES TO UPGRADE ACADEMIC QUALIFICATIONS?**

Yes 1 | No 2 | Don't know 8

12. **DURING 1983, DID . . . RECEIVE ANY INSTRUCTION OR TRAINING TO UPGRADE JOB SKILLS, INCLUDING COURSES TAKEN AT WORK?**

Yes 1 | No 2 | Don't know 8

13. **DID . . . ENROLL IN ANY CLASS OR COURSE FOR PERSONAL INTEREST OR TO DEVELOP PRACTICAL KNOWLEDGE SUCH AS AN ART OR CRAFT CLASS, DURING 1983?**

Yes 1 | No 2 | Don't know 8

14. **DURING 1983 DID . . . ENROLL IN ANY OTHER KIND OF COURSE, CLASS OR PROGRAM OF INSTRUCTION?**

Yes 1 | No 2 | Don't know 8

15. **OTHER THAN FULL-TIME COURSES, DURING 1983, DID . . . TAKE A COURSE TO LEARN A SECOND LANGUAGE?**

Yes 1 | No 2 | Don't know 8 } Go to 17

16. **WHAT LANGUAGE WAS THAT?** *(Mark all that apply)*

English 1 | French 2 | Other 3

17. **INTERVIEWER CHECK ITEM:**

- If "Yes" in question 11, 12, 13, 14 or 15 — 1 Go to 18
- Otherwise — 2 Go to 26

18. **IN TOTAL HOW MANY COURSES DID . . . TAKE DURING 1983?** *(Excluding full-time enrolment.)*

Number | Don't know 88

19. **THE NEXT FEW QUESTIONS CONCERN THE LAST COURSE . . . TOOK IN 1983. WHAT WAS THE TITLE OR NAME OF THE LAST COURSE . . . TOOK?** *(Specify)*

20. **WAS THAT COURSE . . .** *(Mark only one)*

An academic course? 1
A job-related course? 2
A hobby, craft, or recreation course? 3
A personal development, general interest course? 4
Other 5
Don't know 8

21. **WHO ORGANIZED THE LAST COURSE . . . TOOK, THAT IS, WHO OFFERED THE COURSE?**

Code

22. **WHICH WAS THE MORE IMPORTANT REASON FOR TAKING THIS COURSE, TO**

Improve job opportunities? 1
Or for personal interest and development? 2
Don't know 8

23. **HOW MANY HOURS OF INSTRUCTION WERE THERE EACH WEEK?**

Hours | Don't know 88

24. **HOW MANY WEEKS DID THE COURSE LAST?**

Weeks | Don't know 88

25. **WHO PAID THE FEE OR TUITION FOR THE COURSE?**

Self or family 1
Employer 2
Other (Specify in Notes) 3
No fee 4
Don't know 8

THESE LAST FEW QUESTIONS CONCERN . . . BACKGROUND.

26. **WHAT IS THE LANGUAGE . . . MOST OFTEN SPEAKS AT HOME?** *(Mark only one)*

English 1 | French 2 | Other 3

27. **WHAT IS THE LANGUAGE . . . FIRST LEARNED IN CHILDHOOD AND STILL UNDERSTANDS?** *(Mark only one)*

English 1 | French 2 | Other 3

28. **WHERE WAS . . . BORN?**

In Canada 1 Go to 30 | Outside Canada 2

29. **IN WHAT YEAR DID . . . FIRST IMMIGRATE TO CANADA?**

1 9 | Don't know 88

30. **WHAT IS THE HIGHEST LEVEL OF EDUCATION ACHIEVED BY . . . PARENTS?**

1 Mother | 2 Father